DOCUMENT RESUME

ED 345 530 FL 020 226

AUTHOR Ritchie, Dana Conner
TITLE The Effects of Socialization on Cognitive Style and Second Language Learning among Southeast Asian Refugees.
PUB DATE 88
NOTE 18p.; For the complete volume, see FL 020 221.
PUB TYPE Reports - Research/Technical (143) -- Journal Articles (080)
JOURNAL CIT Issues and Developments in English and Applied Linguistics (IDEAL); v3 p51-65 1988

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Child Rearing; *Cognitive Style; Comparative Analysis; Educational Background; *English (Second Language); Field Dependence Independence; Language Research; Linguistic Theory; Parent Role; Refugees; Second Language Learning; *Socialization; *Sociocultural Patterns; *Vietnamese People
IDENTIFIERS *Kampucheans; *Southeast Asians

ABSTRACT

A study investigated the relationship of the upbringing of Indochinese children and cognitive style, especially in relation to the learning of English as a Second Language. Subjects were 108 Kampuchean and 73 Vietnamese refugee children at a Philippine refugee processing center. The children were interviewed concerning their previous school attendance, number of participating parents, strictness of upbringing, stricter parent, parent who punishes more, and nature of punishment used. Significant differences between the two groups were found, suggesting that each group would have different cognitive styles, Kampucheans with a more field dependent cognitive style and Vietnamese a more field independent style. Test scores indicating the progress of each group in learning English were analyzed. It was predicted that the children with a more field independent cognitive style, which most closely approximates the style of their American teachers, would show significantly better language learning than those with a more field dependent cognitive style. As predicted, the Vietnamese scored significantly higher than the Kampucheans. Implications for classroom language teaching practice are discussed, including the need for teacher awareness of student differences and of their own cognitive styles, better matching of teacher and student styles, and greater familiarity with teaching techniques appropriate to different styles. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED345530

The Effects of Socialization on Cognitive Style and Second Language Learning Among Southeast Asian Refugees.

Author: Dana Conner Ritchie

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Wayne Dickerson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL 022 224

BEST COPY AVAILABLE

IDEAL 3, 1988

THE EFFECTS OF SOCIALIZATION ON COGNITIVE STYLE AND SECOND LANGUAGE LEARNING AMONG SOUTHEAST ASIAN REFUGEES

Dana Conner Ritchie

This paper investigates socialization practices and their relationship to cognitive style. Specifically, it examines the upbringing of Indochinese refugees in light of its relationship to cognitive style and discusses the implications of this for classroom learning. The research was conducted in a refugee processing center in the Philippines over a six month stay. One hundred eighty-one Kampuchean and Vietnamese refugee children were interviewed about their parents' child-rearing practices and significant differences between the two groups were found, suggesting that each group would possess differing cognitive styles. Next, test scores showing the progress of each group in learning English were analyzed. As expected from non-language measures, the Vietnamese scored significantly higher than the Kampucheans. Implications of this for language teaching and for learners are discussed.

INTRODUCTION

In the teaching of English as an international language, the perspectives taken and techniques employed in teaching emerge as the products of numerous factors. These variables range in scope from the perceived needs of the learners to the experiences of the instructor. In recent years, theorists in ESL have highlighted the significance of learner characteristics in their pursuit of new and better theories and techniques. One characteristic of students that has been shown to affect learning is cognitive style. Within cognitive style, the dimension of field dependence/field independence has been found to be highly relevant to educational problems (Witkin & Berry, 1975). Significantly, this dimension is a by-product of learners' cultural background. This suggests that the second language teacher, more than other educators, must cultivate a sensitivity to cultural factors that are responsible for variations among students and between students and the teacher.

The study reported here uses the construct of field dependence/field independence to explain the degree of language learning success that students experience when they are taught by methods that emphasize one cognitive style or another. The

FL 020 226

literature reviewed in the first section shows that learners' cognitive style--whether field dependent or field independent--arises from the way they were reared as children and influences research undertaken with Vietnamese and Kampuchean refugees to expose their cognitive styles, their degree of English language skill, and to correlate the two. Implications of the study for teachers are discussed in the last section.

STUDIES OF COGNITIVE STYLE

The literature review that follows highlights the significant characteristics of cognitive style for this study. First, it shows that cognitive style is an outgrowth of how one is raised. Secondly, it reveals that cognitive style has an impact on learning.

Cognitive Style and Socialization

"Cognitive style" refers to the way that a person takes in and processes information, differences in the way that people think, perceive and learn (Witkin, Moore, Goodenough & Cox, 1977). Witkin has extensively investigated the field dependent/field independent dimension of cognitive style, also known as the global/articulated dimension. An individual's style of perception is identified on a continuum ranging from field dependent to field independent.[1]

Those identified as field dependent learners employ a global style of understanding that focuses on overarching concepts and ideas and perceives a field of ideas as a whole. Field independent learners possess a more analytical style and "learn best by formulating and testing hypotheses" (Celce-Murcia, 1985, p. 1). They perceive elements of a field as distinct entities capable of being separated (Witkin et al, 1977).

Witkin and Berry (1975) have found field dependence/field independence to be related to such cultural factors as socialization practices, degree of social "tightness", ecological adaptation, and biological effects. Among these, socialization practices have been the most widely examined. Because of this, Witkin states that field dependence/independence may be used in comparing certain cultural groups (Witkin, 1967). For example, field independence has been shown to result from less harsh socialization practices with encouragement of autonomous functioning and fewer ties to the group, while field dependence results from stronger ties to the group, more of an emphasis on conformity and strict or harsh socialization practices (Witkin and Berry, 1975).

Berry found significant differences in field dependence/field independence between the Temne tribe of Sierra

Leone and the Eskimo of Baffin Bay which were significantly related to differences in the severity of discipline and pressure toward conformity (Ramirez & Price-Williams, 1974). Dawson (1967a, 1967b) and Vernon (1967) reported a relationship between field dependence/field independence and degree of maternal strictness. Dawson also discovered an association between field dependence and severe physical punishment.

In Berry's (1966) study of the Eskimo and Temne cultures, he questioned subjects concerning the strictness of their parents towards them while they were growing up. Berry used this method, based on the assumption that degree of strictness would be an indicator of child-rearing practices found to be associated with the development of field dependence or field independence (Witkin & Berry, 1975). The question that Berry used was, "When you were growing up, did your mother (father) treat you very strict, fairly strict or not so strict?" (Berry, 1976, p. 141). [2]

MacArthur (1970, 1971) studied Iglooik Eskimos and reported a correlation between field independence and encouragement of initiative, resourcefulness, and encouragement of separation from family control. Mebane and Johnson's (1970) study of Mexican children revealed an association between field independence and low levels of punishment from the parents. Cohen (1969) reported an association between field independence and children raised in subcultures which "...encourage questioning of convention and an individual identity", while field dependence was associated with "...strictness of child rearing, emphasis on respect for authority, close ties to the mother and a more formal relationship with the father" (Ramirez & Price-Williams, 1974, p. 214).

There may even be differences in cognitive style between the mainstream culture and its subcultures. Evidence has revealed that Americans tend to fall on the field independent end of the continuum. Ramirez (1973) found that American teachers scored significantly more field independent than their Mexican-American students, but found no significant difference between those teachers and their Anglo-American students. Also, Ramirez and Price-Williams (1974) found a marked difference in cognitive style between Blacks and Anglo-Americans and Mexican-Americans and Anglo-Americans in that the Mexican-American and Black children scored in a significantly more field dependent direction. Here the child-rearing practices of the Black and Mexican-American groups focused on strictness, respect for authority, close relationship to the mother and family loyalty. Anglo-Americans emphasized identity separate from the family, competitiveness, and allowed peer relationships to take priority over the family (Ramirez & Price-Williams, 1974).

A clear relationship has been established between the culture-specific nature of rearing children and their

development of a particular cognitive style. Does their style affect their orientation to the world of information?

Cognitive Style and Learning

Since cognitive style has its origin in a cultural-specific behavior, namely, child rearing, it is not surprising to find that learners from different cultural or subcultural backgrounds experience varying degrees of success in learning depending on the teaching methods used. For example, Ramirez and Price-Williams found that "...the cognitive style of most educational institutions [was not] consonant with that of most Mexican-American and Black children" (Ramirez & Price-Williams, 1974, p. 218). In addition, a field independent bias was found by Cohen (1969) in "...most educational environments and achievement and intelligence tests used in educational settings" (Ramirez & Price-Williams, 1974, p. 218).

In the area of language learning, Hansen (1984) studied the occurrence of field dependence/field independence in members of six Pacific island cultures studying ESL and found the cloze test biased in favor of field independent students.

The literature discussed above points to sets of co-occurring characteristics and behaviors. Strict upbringing, field dependence, and poor performance on certain types of educational tests form one set. Less strict upbringing, field independence, and better performance on other types of educational test form another set. While no one displays one set or another exclusively, since the sets are at the extremes of a continuum, the sets suggest directions for researchers to explore when analyzing different cultures. Do these characteristics fall into the same sets for cultural groups other than those cited?

CHILD REARING AND LANGUAGE LEARNING AMONG REFUGEE CHILDREN

Child rearing practices have emerged as significant variables to be examined in the study of factors affecting the development of field dependence/field independence. Cognitive style, in turn, has an impact on learning. The study discussed below examined this train of connections among two different cultural groups, Kampuchean and Vietnamese, as represented by refugee children who were at a Philippine processing center in 1985. The principal questions raised by this study are these: Do the two groups of children differ significantly in how they were reared? Do the two groups of children differ significantly in their success at learning English? Are the differences in child rearing and in language learning correlated in the expected way?

Subjects

The subjects for the study were 108 Kampuchean and 73 Vietnamese refugees aged 7 to 15. The students were enrolled in Agency X's ESL program between August and October of 1985. Classes were divided according to nationality group and level of English proficiency, each one lasting fourteen weeks. Although most of the Kampuchean subjects were born in Kampuchea, they had been raised by their parents in refugee camps located in Thailand, having been uprooted from their country by adverse circumstances. The Vietnamese subjects were born and raised in Vietnam and had left their countries only a few months before. A portion of these children were Amerasian, having been fathered by American soldiers. However, they were not raised under the American influence of American culture since none of them knew their fathers. A tally of these subjects was not taken since this was perceived to be a sensitive subject for the children.

Questionnaire

The questionnaire was constructed using items taken from previous studies testing for the relationship between child-rearing practices and field dependence/field independence done by Berry (1966), MacArthur (1970, 1971), Mebane and Johnson (1970) and Dawson (1967a, 1967b). Next, the questionnaire was translated into Kampuchean and Vietnamese by native speakers and then backtranslated into English by different native translators to insure accuracy of interpretation. The questions of the questionnaire provided the structure for the interviews.

Interview Procedures

Subjects for interviewing were taken from classes whose teachers volunteered to allow their students to be interviewed. After this, the students were asked to volunteer to answer some questions about their families and told that these questions would be asked in their native language. All of the students who were asked agreed to participate.

The interviewers were given the questionnaire both in English and their native language. They then read the questions to the students individually and translated the answers back into English for the researcher. One group of interviews was done by an American male who spoke Vietnamese as his second language. This was necessary when the Vietnamese translator was unavailable. All of the interviews were done in the classroom or just outside if class was being conducted. Finally, all of the interviews were usable.

Results

The resulting data yielded various descriptive statistics

pertaining to the two groups. The variables investigated were the subjects' previous schooling, the number of parents they had, the strictness of their upbringing, and the nature of punishment that had been administered to them. Achievement in English was measured using Agency X's records of 139 separate test scores taken within the previous six months.

Previous schooling. The variable of previous schooling was included because it was thought to possibly have an affect on the students' success in ESL. For example, perhaps subjects who had experienced more classroom education than others would achieve greater success in ESL because they were accustomed to a classroom setting. Thus, the question was included to gain a general idea of the characteristics of the education each group had received and to note how this related to their success in ESL. Eighty-nine per cent of the Kampucheans and 82% of the Vietnamese had attended school in the past (see Table 1). However, the Kampucheans had gone to school only up to four years in Thai refugee camps, not in Kampuchea. The Vietnamese had attended school in Vietnam up to ten years depending on their age. Thus, the majority of both groups had attended school but the amount of schooling achieved by each group greatly differed. Possibly this difference could contribute to the greater achievement in ESL of one group over another.

Table 1

Previous School Attendance by Nationality

School Attendance	Kampuchean		Vietnamese		Total	
	N	%	N	%	N	%
Yes	96	88.8	59	80.8	115	85.6
No	12	11.1	14	19.2	26	14.4
Total	108	99.9*	73	100.0	181	100.0

N = 181
x = 16.3, significant at 0.01 level
* result of rounding

Number of parents. The status of subjects' parents was determined because the role of each parent, such as a dominance in the mother, has been shown to relate to cognitive style (Ramirez and Price-Williams, 1974). Also, later questions in the survey asked subjects to compare their parents' rearing styles. If a subject only had one parent, then these questions were omitted.

A great number of those interviewed came from single parent families (see Table 2). Among the Kampucheans, about 68%

Table 2

Number of Parents by Nationality

Number of parents	Kampuchean N	Kampuchean %	Vietnamese N	Vietnamese %	Total N	Total %
Both parents	73	67.6	36	49.3	109	60.2
Mother only	31	28.7	28	38.4	59	32.6
Father only	1	.9	4	5.5	5	2.8
No parents	3	2.8	5	6.8	8	4.4
Total	108	100.0	73	100.0	181	100.0

N = 181
x = 8.7, significant at 0.05 level

had both parents, while about 49% of the Vietnamese had both parents. About 29% of the Kampucheans and 38% of the Vietnamese had a mother only and a small percentage of each had only a father or no parents at all and were with other relatives. Chi-square showed there to be a significant difference between the two groups at the 0.05 level. Thus, significantly more Vietnamese children were raised by their mothers only. Since maternal dominance has been linked with a field dependent cognitive style in the past, an upbringing with a mother only could possibly foster the development of a field dependent cognitive style.

Strictness of Upbringing. The next few questions dealt with strictness of upbringing. Degree of harshness in child rearing has been measured in various ways because of its relationship to the field dependence/independence dimension of cognitive style. As such, a greater degree of strictness has been associated with the tendency toward a field dependent cognitive style. The questions used all were taken from previous studies designed to measure this relationship.

The first question of this type was phrased: "Is your mother or father more strict with you?" (See Table 3). This question was asked as an indicator of maternal dominance. About 69% of the Kampucheans and 51% of the Vietnamese reported that their mothers were stricter, while 11% of the Kampucheans and about 15% of the Vietnamese reported a stricter father. About 19% of the Kampucheans and 26% of the Vietnamese reported that their parents were of the same strictness. Although chi-square showed there to be no significant difference between the two groups, in both groups the majority of subjects reported that their mothers were stricter, a characteristic that has been associated with field dependence.

BEST COPY AVAILABLE

Table 3

Stricter Parent by Nationality

Stricter parent	Kampuchean N	Kampuchean %	Vietnamese N	Vietnamese %	Total N	Total %
Mother	50	68.6	20	51.3	70	62.5
Father	8	11.0	6	15.4	14	12.5
Same	14	19.2	10	25.6	24	21.4
Other **	1	1.4	3	7.7	4	3.6
Total	73	100.1 *	39	100.0	112	100.0

N = 121 (includes children with two parents only)
x = 4.9, no significant difference
* result of rounding
** respondent didn't know or mentioned another family member.

The next question of this type was "Does your mother or your father punish you more?" (See Table 4). This was also used as an indicator of which parent dominated in child rearing. Among the subjects, 53% of the Kampucheans and 44% of the Vietnamese with both parents reported that the mother punished more. The father was reported to punish more by 33% of the Kampucheans and 36% of the Vietnamese. A smaller percentage reported the same amount of punishment from both parents. Chi-square showed a significantly greater number of Kampucheans were punished by their mothers than Vietnamese.

Table 4

Parent Who Punishes More by Nationality

Parent who punishes more	Kampuchean N	Kampuchean %	Vietnamese N	Vietnamese %	Total N	Total %
Mother	39	53.4	17	43.6	56	50.0
Father	24	32.9	14	35.9	38	34.0
Same	10	13.7	0	0.0	10	8.9
Other **	0	0.0	8	20.5	8	7.1
Total	73	100.0	39	100.0	112	100.0

N = 181*
x = 20.8, significant at 0.01 level
* includes children of one parent only
** respondent didn't know or mentioned another family member

Next subjects were asked to rate their parents' degree of strictness (See table 5). The question used was taken from Berry's study (Berry, 1976) in which he found a greater degree of strictness to be related to a greater degree of field

dependence. It was phrased, "When you were growing up did your parents treat you very strict, fairly strict, or not so strict?" This question was chosen to indicate degrees of strictness, a characteristic which has co-occurred in the past with degrees of field dependence/field independence.

About 89% of the Kampucheans reported that their parents were "very strict" while about 23% of the Vietnamese reported that their parents were "very strict". Next, about 10% of the Kampucheans reported that their parents were "not so strict," while about 59% of the Vietnamese reported that their parents were "not so strict". Chi-square showed there to be a significant relationship between degree of strictness rating and nationality.

Dawson has also reported that the presence of physical punishment and severe discipline are related to a field dependent cognitive style (Berry, 1976). Table 6 reports the answers to the question, "What form of punishment do your parents use most often with you: physical, verbal scolding, deprive of privileges or some other?". About 48% of the Kampucheans and about 19% of the Vietnamese reported that physical punishment was used the most. The majority of the Vietnamese interviewed reported that their parents verbally

Table 5

Rating of Parental Degree of Strictness by Nationality

Degree of Strictness	Kampuchean N	Kampuchean %	Vietnamese N	Vietnamese %	Total N	Total %
Very strict	89	82.4	16	22.8	105	58.0
Fairly strict	7	6.5	10	13.7	17	9.4
Not so strict	11	10.2	43	58.9	54	29.8
Other *	1	.9	4	5.5	5	2.8
Total	108	100.0	73	100.9 **	181	100.0

N = 181
x = 67.64, significant at 0.01 level
* respondents didn't know
** result of rounding

scolded them. Chi-square showed there to be a significant relationship between nationality and type of punishment used. Thus, the Kampucheans used significantly more physical punishment than the Vietnamese, a characteristic that has co-occurred with a tendency towards field dependence in the past.

Table 6

Punishment Used Most Often by Nationality

Form of punishment	Kampuchean N	Kampuchean %	Vietnamese N	Vietnamese %	Total N	Total %
Physical	52	48.2	14	19.2	66	36.5
Verbal scolding	39	36.1	34	46.6	73	40.3
Deprive privileges	7	6.5	21	28.8	28	15.5
Other **	10	9.3	4	5.5	14	7.8
Total	108	100.1 *	73	100.1*	181	100.1*

N = 181
x = 25.93, significant at 0.01 level
* result of rounding
** respondents didn't know or reported no punishment

These findings about how strictly parents rear their children suggest, if previous research is correct, that the Vietnamese children will have a more field independent cognitive style, while the Kampuchean children will have a more field dependent cognitive style. If this is the case, then, at the hands of their American teachers who have a field independent cognitive style, we might expect the language learning performance of one group of students to be significantly different from that of the other group. Do such differences in performance show up?

Language learning achievement. For this study, achievement in ESL is measured by the number of levels advanced by each student between pre-testing and post-testing as administered by Agency X. One hundred thirty-nine pre-test and post-test scores were analyzed for the level of advancement from level 0 during the 14 week ESL classes taught by American teachers. Table 7 indicates that about 38% of the Vietnamese advanced 3 to 5 levels from level 0, while about 13% of the Kampucheans advanced to these levels. About 64% of the Vietnamese and 86% of the Kampucheans advanced 0 to 2 levels from level 0. Chi-square showed that the independent variable, nationality, is significantly related to the dependent variable, levels advanced in ESL. Thus, between the two nationalities, the Vietnamese achieved significantly greater success than the Kampucheans between pre-testing and post-testing.

Why should learners with a more field independent cognitive style be more successful at language learning than those with a more field dependent cognitive style? Several studies have been done to determine the effects of matching similar or different cognitive styles of teachers and students. Kleinmann (1982) indicated that language learning is facilitated to the extent that learners' characteristics are in harmony with that of instructors and that learning is impaired

Table 7

Progress in ESL by Nationality of American-taught Students

Levels progressed	Kampuchean		Vietnamese		Total	
	N	%	N	%	N	%
5	0	0	7	8.9	7	5.0
4	3	5.0	6	7.6	9	6.5
3	5	8.3	17	21.4	21	15.1
2	15	25.0	27	34.1	42	30.2
1	30	50.0	19	23.9	49	35.3
0	7	11.7	5	6.3	12	8.6
Total	60	100.0	79	102.2*	139	100.7*

N = 139
x = 19.24, significant at 0.01 level
* result of rounding

to the degree that these characteristics are not compatible with instructors'. He lists some of these characteristics as learner's preferred pedagogical techniques and materials, learning strategies, and learning objectives. Thus, language learning would be to a greater extent facilitated when the cognitive styles of teachers and learners are matched.

Next, Konkiel (1981) has maintained that it is not content alone, but the way in which it is presented which influences the degree to which the learner will accomplish his educational goals. Since people experience maximal learning potential when they are instructed in a manner that is consistent with their cognitive style, identifying such in an individual will guide teachers in facilitating maximum learning for their students. Finally, DiStefano (1971) compared cognitive styles of students and teachers and found that teachers perceive more favorably and tend to give better grades to students whose cognitive styles are similar to their own.

Taken together, the findings on socialization practices and the findings on language learning achievement suggest that the compatibility or incompatibility of cognitive styles between students and teacher may be responsible for the differences in student performance.

IMPLICATIONS

The literature on cognitive styles and the research on refugee children point to some specific and practical suggestions that may serve ESL/EFL teachers.

First, teachers should be aware that all Southeast Asians are not alike. Because most Asian refugees coming to the United

States have been labeled as Indochinese, there has been a tendency to consider them as representing the same cultures. If teachers are going to be concerned about learner characteristics, they must realize that these groups differ culturally and linguistically. Their special inclinations and orientations should be recognized and used profitably in instruction.

Second, teachers should become acquainted with their own cognitive styles. They should avoid the temptation to think that theirs is the only right way to approach subject matter. By knowing who they are--as more or less field independent--they will be better prepared to anticipate the problems that their teaching techniques might make for certain students.

Third, if cognitive style affects teaching and learning styles, then a worthy objective in instruction would be to avoid mismatching teaching and learning styles. To achieve this objective, who should change where a potential mismatch exists? Ramirez (1982) suggests that teachers are the ones who should accommodate. He stated that learning should be facilitated by "providing learning situations that reinforce the students' preferred or familiar ways of learning" and by helping them become functional and successful in new types of learning situations with which they are not familiar (Ramirez, 1982, p. 6). Ways of matching teaching and learning styles are suggested below.

Fourth, teachers should become familiar with the teaching techniques and approaches that work well with learners who have different cognitive learning styles. Ramirez (1982) has outlined characteristics of each learner and has suggested some possible learning strategies to use with them. Field dependent learners prefer to work with and assist others to achieve goals and are sensitive to others' opinions. Field independent learners prefer to work individually and competitively, and remain task-oriented, oblivious to the social environment. Field dependent learners seek to cultivate a positive personal relationships with the teachers while the field independent learners restrict their interaction to that centering around the task. Next, field dependent learners seek guidance, positive sanctions and motivation from teachers to strengthen their relationships, while the field independent learners prefer to work without the teacher's help, like to finish first, and "[seek]s non-social rewards" (Ramirez, 1982, p. 14).

In the area of thinking style, learning is facilitated for field dependent learners when the objectives are carefully explained, concepts come across in a humanized form and content is relevant to personal experience. Field independent learners focus on detail, "[do] well with math and science concepts" and like "discovery or trial-and-error learning" (Ramirez, 1982, p.14).

Teaching strategies that work well with field-dependent learners include expressing confidence in the students, making goals clear, encouraging "learning through modeling", stressing group activities, and providing "opportunities for students to see how the activities are related to their personal experiences" (Ramirez, 1982, p.15). Teaching strategies for field independent learners include: encouraging individual effort, achievement, and competition; assisting students only when they ask for help; stressing discovery learning and focusing on a task orientation (Ramirez, 1982).

The various implications mentioned here point to the need for further research. For example, research into the cognitive styles of different cultural groups would help teachers who do not have the time or expertise to test their students themselves. Linguists have mapped out problem areas in English for people coming from different language groups, why not do the same with cognitive styles? If we could determine the cognitive style that Vietnamese tend to have or that Kampucheans tend to have, we would know much more about our students even when only knowing their nationality. Such a guide could suggest which strategies would most likely work best and which should eliminated before even starting to teach.

Research into appropriate responses to different cognitive styles is also needed. Would the curriculum be based on the predominant style of the students in the class, or would teachers attempt to teach some students using certain strategies and others using other strategies?

A consideration of teaching and learning styles may contribute to better learning environment, but it will not yield a guaranteed recipe for success. There are other variables involved in making a class work. Factors such as educational background, time spent in class, and students' degree of motivation all play an important role in language learning.

CONCLUSION

Cultures color and shape people's perspective on reality. Even if students conform to the dress, language, and customs of a new culture, their thinking will always be shaped by their native culture to some degree. Thus, when communicating and teaching across cultures we must remember to meet the students on their plane, to teach according to their needs. If this means modifying our teaching styles to accommodate their learning styles, so be it. It may produce speakers with greater fluency and easier adjustment in the long run.

It is hoped that this aspect of learner characteristics- cognitive style - will be the subject of further study both in

education in general and specifically in ESL where it holds particular relevance. The evidence presented here should be considered when designing curricula and techniques in order to meet students' individual needs and hopefully be a motivation to further study of the role of culture in second language learning.

ACKNOWLEDGMENTS

Thanks are due to Dr. Ivan Fahs and Dr. Wayne Bragg and the Wheaton College HNGR program for their guidance. Also, thanks is due to World Relief Corporation for overseeing the internship of the researcher, and also to Mark Ritchie and David Conner for their assistance in data collection.

THE AUTHOR

Dana Conner Ritchie has been a graduate student at Wheaton Graduate School in Illinois. She was an undergraduate sociology major when she conducted this research as an ESL teacher in the Philippines.

NOTES

[1] The sociolinguist, Basil Bernstein, has also dealt with similar concepts, showing the effects of socialization on language production (elaborated versus restricted codes). For a critical discussion of Bernstein's work and references, see Norbert Dittmar, A Critical Survey of Sociolinguistics: Theory and Applications (1976: St. Martin's Press, New York). See particularly pages 258-260.

[2] The terms "very", "fairly", and "not so" strict are relative to the culture of the evaluator, so that what is considered strict by the standards of one culture may be regarded as lax by the standards of another. Thus, this may not appear to be a valid question. However, in this case the question was used to find the perceived degree of strictness in each culture. The results from the two cultures are comparable since what is being measured is not an amount of strictness on absolute scale, but rather their perception of the strictness.

REFERENCES

Berry, J. (1966). Temne and Eskimo perceptual skills International Journal of Psychology, 1, 207-229.

Berry, J. (1976). Human ecology and cognitive style: comparative studies in cultural and psychological adaptation. New York: Wiley.

Celce-Murcia, M. (1985, February). Making informed decisions

about the role of grammar in language teaching. TESOL Newsletter, 1, 4-5.
Cohen, R. A (1969). Conceptual styles, culture conflict and nonverbal tests of intelligence. American Anthropologist, 71, 828-856.
Dawson, J. L. M. (1967a). Cultural and physiological influences upon spatial perceptual processes in West Africa - Part I. International Journal of Psychology, 2, 115-128.
Dawson, J. L. M. (1967b). Cultural and physiological influences upon spatial perceptual process in West Africa - Part II. International Journal of Psychology, 2, 171-185.
DiStefano, J. J. (1971). Interpersonal perceptions of field independent and dependent teachers and students. Unpublished manuscript, University of Western Ontario Working Paper Series 43.
Hansen, L. (1983). Field-dependence-independence as a variable in second language cloze test performance. TESOL Quarterly, 17, 29-38.
Kleinmann, H. H. (1985). Factors affecting second language learning of adult refugees. Lifelong Learning, January, 12-14.
Konkiel, E. M. (1981). The interactive effect of the fd-fdi cognitive style variable and the color cuing instructional strategy upon map skills achievement of 4th grade students. Unpublished doctoral dissertation, University of Pittsburgh, Pittsburgh.
MacArthur, R. S. (1970, October). Cognition and psychosocial influences for Eastern Eskimos and Nsenga Africans: Some preliminaries. Paper presented at the Newfoundland Symposium on Cross-Cultural Research, St. John's Newfoundland.
MacArthur, R. S. (1971, March). Mental abilities and psychosocial environments: Iglooik Eskimos. Paper presented at Mid-Project Review, International Biological Programme, Iglooik Project, Toronto.
Mebane, D.& Johnson, D. L. (1970). A comparison of the performance of Mexican boys and girls on Witkin's cognitive tasks. Interamerican Journal of Psychology, 4, 227-239.
Ramirez III, M. (1973). Cognitive styles and cultural democracy in education and Mexican-Americans. Social Science Quarterly, 53, 895-904.
Ramirez III, M. (1982, March). Cognitive styles and cultural diversity. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
Ramirez III, M. & Price-Williams, D. (1974). Cognitive styles of children of three ethnic groups in the United States. Journal of Cross-Cultural Psychology, 5, 212-219.
Vernon, P.E. (1967). Abilities and educational attainments in an East African environment. Journal of Special Education, 1, 335-345.
Witkin, H. A. (1967). A cognitive-style approach to cross-cultural research. International Journal of Psychology, 2, 233- 250.
Witkin, H.A. & Berry, J. (1975). Psychological differentiation in cross-cultural perspective. Journal of Cross-Cultural

BEST COPY AVAILABLE

Psychology, 6, 4-87.
Witkin, H.A., Moore, C.A., Goodenough, D. R. & Cox, P. W. (1977). Field-dependent and field-independent cognitive style and their educational implications. Review of Educational Research, 47, 1-64.